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ABSTRACT

In South Asia (the land mass that includes Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and the island nation Sri Lanka), college-level programs in journalism and communication, which can help developing nations to promote social change and to improve societal living standards, have not progressed with media growth. The reasons for journalism/communication education's poor progress in South Asian universities are discussed in this paper. Analysis of data from a 1976 survey of the region's universities indicates that the few programs currently offering instruction in journalism and communication are heavily literary, linguistic, and theoretical, that they have no sociological orientation, and that they are of very little practical use for social development. A plea is made for the acceptance of communication as a social science discipline in all colleges and universities in the region, stressing the important role communication can play in social change and national development. Data from the survey and other statistical resources are appended. (Author/RL)

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A SURVEY OF COMMUNICATION/JOURNALISM EDUCATION IN SOUTH ASIAN UNIVERSITIES

by

JOHN V. VILANILAM

Paper presented at the 26th Annual Meeting
of the Midwest Conference on Asian
Affairs, held at the Northern
Illinois University, DeKalb
Illinois

on

October 14, 1977

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John V. Vilanilam, "A Survey of Communication/Journalism Education in South Asian Universities," paper presented at the 26th Annual Meeting of the Midwest Conference on Asian Affairs, October 14, 1977, Northern Illinois University, DeKalb, Illinois.

ABSTRACT

Although the first newspaper in the South Asian region (the land mass embracing Afghanistan, Bangladesh, Bhutan, India, Nepal and Pakistan, and the island of Sri Lanka) came out as early as 1780,** and modern university education started there in 1857, it was only in 1920 that a short-lived university, the National University in Adyar, Madras, offered journalism education for the first time. Today, the number of universities has risen to 119, and the number of daily newspapers alone to nearly a thousand. Yet, only 27 universities offer some courses in journalism/communication and that too with very limited equipment and practical training facilities.

A survey conducted in 1976 has yielded useful information regarding the journalism education programs in six South Asian countries - Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. The survey has indicated that there is no relationship between media growth and growth in communication education. The reasons for the poor progress in journalism/communication education are discussed.

An important finding is that the current programs in South Asian universities are heavily literary, linguistic and theoretical and have no sociological orientation and very little practical use for development. There is need for giving urgent attention to development journalism/communication in the South Asian universities. The agricultural universities, especially the ones in the rural areas, show some promise as future communication centers, but their teaching programs are not linked to development economics.

A plea is made for the acceptance of communication (which includes journalism, radio, television and film, and also audiovisual branches) as a social science discipline in all colleges and universities in the region in view of the important role it can play in social change and national development.

Tables and appendices give data on the number of universities in each of the six countries offering journalism/communication courses, equipment used, program content, general statistical information on per capita income, university enrolment, diffusion rate for the various media of mass communication, etc.

**James Augustus Hicky's Bengal Gazette (Calcutta).

Background and Purpose

Cradle of an ancient civilization, the South Asian region of the world has for centuries given great importance to classical education, particularly language, linguistics and literature, religion, philosophy and logic. With the establishment of British suzerainty over the region, this tradition did not change even though some changes were occurring in England and other parts of Europe because of the impact of the Industrial Revolution. These changes gradually reached the major ports of South Asia, but they did not affect the program content of the educational system established in 1857 through the earliest universities in the region, namely, the universities of Bombay, Calcutta, and Madras. During the British period, educational institutions established in the region were modeled after those in Europe, with a heavy emphasis on European languages, literatures, history and political science, without any regard for indigenous educational needs.

The governors of the East India Company, the first major multinational corporation in the history of the world, and the representatives of the British Crown discovered that in order to carry on business, trade and political infiltration, there was need for a permanent source of English-knowing administrative assistants and a group of loyal votaries of European culture in all walks of life. This, they knew, would also legitimize the political supremacy the British were gaining step by step in the whole region. It is, perhaps, no accident that the earliest universities in the region were established in the most busy ports that were under British military supervision during the nineteenth century. Bombay was the financial capital of the British Empire in the East; Calcutta was the administrative headquarters of the Company and later, the political capital of British India (which included

the whole of India except the princely states, Pakistan and Bangladesh regions and exerted decisive military and political power in Afghanistan, Nepal, Sri Lanka, Bhutan, Burma and the Malayan peninsula); and, Madras was the most prolific source for the Empire's native administrators.

The three universities and the universities established later on produced a long line of admnistrators and accounts wizards, educators, literary writers, historians, philosophers and others who contributed a great deal towards strengthening of the British Empire. The process of cultural and political imperialism that started with the arrival of the East India Company officials in the first half of the seventeenth century reached its natural climax in the proclamation of Queen Victoria in 1858. Even before that, Lord Macaulay had expressed his idea of educating the native population in 1834. He wanted to create a class of people who were interpreters between the British rulers and the millions whom they ruled in Asia, "a class of persons Indian (Asian) in blood and colour, but English in tastes, in opinions, in morals, and in intellect."[1] The universities established by the British faithfully followed his wishes and successfully turned out people essential for the preservation of the empire through maintenance of law and order, de facto overlordship of the entire region, and collection of taxes including agricultural, mercantile and export-import revenue. In a sense, Macaulay was the first communication educator in South Asia, for he succeeded in creating a strong base for the British Empire through communicating the cultural essence of Europe into the very texture of the upper strata of South Asian society.[2]

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[1] Quoted by Ignacy Sachs, The Discovery of the Third World, Cambridge, Mass.: The MIT Press, 1976, p. 61.

[2] For a detailed discussion of the cultural imperialsm of the British, read Peter Worsley, The Third World, Chicago: University of Chicago Press, 1964, particularly pages 51-53.

The need for communicating to the people the abject poverty created by the systematic draining of the region's wealth and raw materials, and the misery created by illiteracy and the de-industrialization of the villages, the destruction of village economic structure and activities, and the atrocities committed by the native sahibs as executors of imperial orders - these and other vital problems affecting the daily lives of the large majority of the people was not felt by institutions of higher learning till the second decade of the twentieth century. This long tradition of indifference has had its impact not only on the sociology of education but also on the media of communication. Even today, the newspapers with clout are the ones established in the Macaulay era. One good reason for the reluctant and almost stagnant revolution (or involution?) of the Asian newspapers is the total alien character of their content and makeup. The style set by the English newspapers is followed by the native language newspapers also. Journalism and communication have to be brought closer to the people.

But it is more than three decades since the British withdrew their administrative and political power from the region. It is not charitable any longer to whip the British for the umpteen maladies in the socioeconomic and political life of the region now. There is no doubt that the region is, economically, one of the most backward regions in the world. Though exposed to the modernization process initiated in its major cities and ports under the British two hundred years ago, this highly populous region with 800 million people (one-fifth of the total world population), has an average per capita income of less than $100 and a literacy rate of less than 30 per cent.

There has been, in one sense, phenomenal growth in almost all fields of human endeavor in this region, purely because the countries in this region started from an almost zero base when they achieved their independence.

If one compares the statistics for the 1950s with those for the 1970s, one can see that there has been growth in literacy (15%), per capita income (50%), proportion of GNP spent on education (200%), number of universities (243%), number of universities offering journalism/communication courses (440%), and the number of students in colleges and universities (several thousand per cent). There has also been spectacular growth in the number of newspapers, radio and television sets, and the number of films produced. The number of students in colleges and universities in India alone increased from 0.4 million in 1950 to 2.01 million in 1970.[3] These figures are impressive, indeed, but they only prove that one can lie with statistics!

There has been 'impressive growth' in South Asia, but no real economic development for the large majority of the people. This is true of education as well. The existing educational strategy needs a revision in the light of development needs. The growth achieved so far has not reached the lower strata of South Asian society. The experience of other developing areas of the world is not much different. There is the growing realization that the economic benefits of growth are not, and will not be, trickling down from the upper layers of society to the lower layers within the framework of the existing socioeconomic structure. Poverty and unemployment are the major problems confronted by all South Asian countries. According to a World Bank report, mass education and communication can help in making people aware of the need for changing their situation in life. But the report laments that the bulk of the current educational efforts in poor countries is misdirected,[4] and that the educational systems are all too often ill-conceived and ill-adapted to development needs.

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[3] For details, see Tables and Appendices at the end.

[4] Education, Sector Working Paper of the World Bank, December 1974, p. i.

Mass media is a misnomer in South Asia, since the diffusion rate of daily newspapers in none of the countries is above 42 per 1000 persons, that of radio sets not above 39 per 1000, and that of television sets not above 2 per 1000, whereas the Unesco minimum is 100 for 1000 for newspapers, and 50 for 1000 for radio and television sets.[5] Illiteracy and the economic backwardness of the people are not the only reasons for this state of affairs. The existing media ownership and government policies do not encourage the growth of more newspapers and radio and television sets and stations. Journalism/communication education has, therefore, to be viewed as part of the sociological situation in South Asia.

If there is one common denominator for all the countries of South Asia, it is poverty and if there is one commonly agreed remedy for it, it is social change. Communication is a catalyst in the process of social change. A Unesco suggestion is quite relevant here, according to which, communication education and training is the planned process of inducing those attitudes and transmitting those skills that are necessary for social change.[6] Although communication alone cannot bring social change, it has to be admitted that communication that does not support social change does not serve the needs of the large majority of the people in poor countries for whom, presumably, all development plans and projects are designed. As Wilbur Schramm has said, "communication is the fundamental social process. It underlies any social change that a developing country wants to make and is necessarily a part of any plan to improve the quality of human life in any culture."[7]

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[5] These data have been taken from the Unesco Statistical Yearbook, 1974.

[6] Unesco, Training for Mass Communication, Reports and Papers on Mass Communication, No. 73, Paris: Unesco, 1975, pp. 9-14.

[7] Wilbur Schramm, "An Open Letter to Media Asia Readers," Media Asia, Vol. 1, No. 1, January 1974, p. 5.

The goals of development include transformation of socioeconomic and political structures and involve such basic steps as agrarian reforms; removal of disparities in income and wealth through restructuring the means of production and distribution; democratic decentralization of the political and economic decision making process; reformation of the administrative machinery to take government to the people and make people part of the development process; improvement of the public health and nutrition programs through a reappraisal of priorities in the medical field, particularly emphasizing social and preventive medicine; and the reorientation of education, science, technology and industrial research towards the fulfilment of the basic needs of the large majority of the people. For this, communication in poor countries should be development oriented. Journalism and communication educators should also devote bulk of their time, talent and research capabilities towards development communication. Development communication helps in the wider and quicker communication of development goals, the need for social change and the facts about achievement and failures of development activities, the constraints working on the process of social change, and the spirit of togetherness among the people so that they can be mobilized and inspired to work towards the achievement of set goals.

Since the existing pattern of media ownership and government control in the South Asian countries is not congenial to development communication, it is the universities and other institutions of higher learning that have to take a lead in the matter of training properly oriented journalists, editors, broadcasters, film producers, actors, audiovisual experts, and mass educators including village level workers and community leaders. Developing countries have to give proper place to communication as a field or discipline of study, especially at the university level.

The universities are usually the best places in developing societies

for providing proper education for communication, a fact often neglected by communication researchers, educational planners, and national leaders. The Unesco has drawn attention to the importance and the advantage of including communication education in university curricula:

> "It is worth noting that a university-based communication programme pays substantial dividends to the university in making available to other disciplines, kinds of information which might otherwise dismissed. The value of the communication theory course for linguistics, engineers and sociologists is beyond question. ... The strong point of media training in the university is the availability of the academic community to provide a social science and liberal arts background. ... A well-integrated and equipped university programme is a highly efficient training system." [8]

It was against this background that a survey of the universities in South Asia was undertaken, mainly to obtain the latest information on the facilities for development communication education provided by them and the orientation of the communication/journalism program to the specific needs of development and national goals.

Definitions

For the purpose of this study, South Asian countries are Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. Only Bhutan from the region has been left out, since that country does not have a university, according to published information sources.

Communication, for our purpose, embraces all forms of exchanging ideas with the intention of influencing and winning over people to the ideals of social change and national development. It includes both the technological and the sociological aspects of mass communication and inter-personal communication. It covers journalism, radio, television, film and all forms of mass media.

Review of Literature

A review of literature indicated that there have been only a few sporadic studies of communication education in South Asian countries, and

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[8] Unesco, Training for Mass Communication, op. cit., p. 18.

one major Unesco-sponsored study by Katzen.[9] Prominent among the short studies are the ones by Wolseley,[10] Eapen,[11] and Jolliffe.[12] The East-West Center study of the status of communication/journalism education in seven Asian countries concentrates on East and South East Asia, and includes only India from South Asia.[13] The data presented in that study as well as in Katzen's are at least five years old, and there is a need to update the information. Besides, those works were done before the birth of Bangladesh, and they also do not deal with several agricultural universities in the region. None of the studies in existing literature on communication education in South Asia deals with the developm[illegible] aspects of communication.

Methodology

The mainstay of the method has been a postal survey of all the universities in the six countries. Guidance for the selection of universities was taken from international and national directories and other publications which also helped in the collection of general statistical information about the countries. The questionnaire was sent to the vice-chancellors of the universities surveyed. About 55 per cent of the universities queried replied.

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[9] May Katzen, Mass Communication: Teaching and Studies at Universities, Paris: Unesco Press, 1975.

[10] Roland E. Wolseley, "Education for Journalism in India is Gaining," Journalism Quarterly, Vol. 30, Winter 1953, pp. 55-62.

[11] K. E. Eapen, "A Quarter Century of University in Education," Gazette, Vol. 12, No. 4, 1966, pp. 302-315.
Eapen and Wolseley have updated their studies in their chapters in John A. Lent (ed.), Asian Newspapers' Reluctant Revolution, Ames, Iowa: Iowa State University, 1971, pp. 288-290 and 290-291. The same book has a chapter by A. S. Khurshid on the press in Pakistan where some facts about journalism education and training in Pakistan are given.

[12] H. R. Jolliffe, "Developing Journalism in an Emergent Nation - Afghanistan," Journalism Quarterly, Vol. 39, Summer 1962, pp. 355-362.

[13] Jack Lyle (ed.), Communication/Journalism Education in Asia, Background and Status in Seven Asian Areas (Background Paper for Communication/Journalism Teachers' Seminar, East-West Communication Institute, Honolulu, June 13-26, 1971), Honolulu: East-West Center, 1971.

Findings - An analysis of data supplemented by historical facts

According to journalism historians of the region, the first attempts at journalism education in South Asia were made in the short-lived National University, Adyar, Madras in 1920, and in the Aligarh Muslim University, Aligarh, Uttar Pradesh, in 1938.[14] Although those attempts did not bear fruit, a full-fledged department of journalism came into being in the University of Punjab, Lahore, in undivided India in 1941. By 1950, at least one university each in Pakistan and Bangladesh (then East Pakistan), and three universities in India were offering courses in journalism. Today, one university each in Afghanistan, Bangladesh and Sri Lanka offers courses in journalism either independently or through another department.

India has at least 12 universities that are 50 or more years old, and three that are almost 110 year old; Pakistan has five universities that are at least 25 years old and one that will be completing 100 years in another five years; Bangladesh has one university that is 55 years old and another almost 25 years old; Afghanistan's older university will complete half a century in 1981; Nepal's only university has been in existence for the last two decades; and one of Sri Lanka University's five campuses will complete 25 years next year. It is a sad fact that none of these older universities have ventured in all these years to introduce communication education in a big way. (See Table I at the end)

Let us make an in-depth analysis of the questionnaire response from each country.

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[14] For historical material, the reader is invited to refer to journalism histories by Margarita Barns, S. Natarajan, A. S. Khurshid and Nadig Krishna Murthy.

Afghanistan

In this mountainous country of over 18 million people (density: 28 per square kilometer), there are two universities, Kabul University, Kabul, the nation's capital, established in 1931, and the University of Nangarhar, Nangarhar, established in 1972. Kabul University has nine colleges affiliated to it, one of which offers courses in technical communication. At Kabul University, there is a 4-year journalism program offered through the Faculty of Letters. (See Table II). The emphasis in Kabul University's program is on journalism, but students take courses in other disciplines, especially sociology, psychology and economics, along with a full range of journalism courses.

Bangladesh

Of the six universities in this thickly populated country of 71 million people (density: 497 per square kilometer), only the University of Dacca, established in 1921 in Dacca, the nation's capital, has a department of journalism which came into existence in 1962. None of its 154 affiliating colleges offers courses in communication or journalism. The University is planning to change the name of its journalism department to Department of Communication, which is an indication of its growing interest in communication. Currently it has both a 2-year M. A. (Journalism) program and a 1-year post-B.A. diploma course. It has plans to offer a three-year honors course in communications at the graduate level. Technical facilities include teleprinters, offset and letter presses, and audiovisual equipment. The University has ambitious plans to expand its department of journalism.

Nepal

This Himalayan kingdom of 12 million people (density: 85 per square kilometer) has one university, the Tribhuvan University in Kathmandu, the capital. It was established in 1958 and has 48 affiliating colleges. Neither

Tribhuvan nor its affiliated colleges have a department of journalism or communication. But since Nepal has launched various development projects and the university's Center for Economic Development (CEDA) is devoting great attention to development and research, it is reasonable to assume that Tribhuvan will start a department in the near future.

Pakistan

Pakistan is a country of 66 million people (density: 83 per square kilometer). It has seven universities, of which three have either journalism or technical communication program. The University of Punjab, Lahore, established in 1882, was the first in South Asia to have a full-fledged department of journalism. The department which came into existence in 1941 is offering almost all sequences in journalism now, with a course each in radio-television journalism and public relations. Both M. A. and B. A. programs are offered. Journalism courses are supplemented by courses in comparative social sciences, mass communication theory, research and Pakistan studies.

The University of Karachi, established in 1950, began offering courses in journalism about that year. Specific courses include theory of journalism and mass media, radio and television, feature article writing, research methods and editorial techniques. The University offers a Master of Arts degree in journalism. There is a ten-week apprenticeship.

The University of Engineering Technology, Lahore, was started as an engineering college in 1923, but became a full-fledged university in 1961. It does not have any affiliated college. It offers through its department of electrical engineering, courses in basic electronics, line and radio communication, communication systems, radar and television engineering. The University is planning to introduce courses in the human aspects of communication, particularly the organization of the program side of communication.

Sri Lanka (Ceylon)

The island republic of Sri Lanka has a population of 13 million (density: 202 per square kilometer). It has one university, the University of Sri Lanka, with five campuses. One campus, the Vidyalankara, established in 1959, has a department that offers courses in communications. The department was started in 1972, the same year in which the University of Sri Lanka was formed out of the merger of five universities. The University offers a B. A. degree in communications through its Vidyalankara campus. Courses include journalism, mass media and society, broadcasting, public relations and advertising, cinema, research methods, and traditional media. Of all the universities in South Asia, only Sri Lanka offers a course in traditional media, an area which other universities in the region may concentrate upon in future owing to the prohibitive costs involved in the setting up of the most modern technical communication facilities in predominantly rural areas.

India

This country of sub-continental proportions has the second largest population in the world, namely, 574 million (1973) with a density of 175 per square kilometer. It has 102 universities of which 21 offer courses in communications or journalism. Besides, some of its agricultural universities have Communication Centers for the purpose of community development and extension work. There are also private journalism and communication institutes such as the Bharatiya Vidya Bhavan's Rajendra Prasad Institute of Mass Communication, Bombay, and its branches all over the country, and the central government's Indian Institute of Mass Communication, New Delhi. There is also the Press Institute of India which gives training to working and aspiring journalists. (This survey is confined to universities).

Among the general education universities, the University of Punjab which started offering courses in journalism in 1941,** is currently offering besides journalism, advertising, printing, and radio journalism. The department has a letter press, and recording and audiovisual equipment. The program offers a Bachelor of Journalism (B. J.) degree. Facilities for practical training are provided in the newspapers and news agencies of northern Indian cities.

After Punjab, it was Madras which started a 1-year diploma course in journalism in 1947. Then in 1950, the University of Calcutta started a 1-year diploma course and a 2-year M. A. degree program in journalism in 1950. Nagpur University (established in 1923) was the second university in the country to have a full fledged department of journalism from 1952, although Mysore University (established 1916) had started offering courses in journalism from 1951 onwards. Today Nagpur offers a 1-year B. J. program and Mysore offers an M. A. in journalism. Gauhati University, Assam and Osmania University, Hyderabad, started offering journalism courses in 1954; today, Gauhati offers a diploma in journalism after 1 year of study, and Osmania has a full-fledged B.J. degree program. The Punjab Agricultural University, Ludhiana, established in 1962, started offering courses in communication to its students of agriculture and rural extension programs in the same year.

Poona University, Poona, Maharashtra, which was established in 1949, has an ambitious program with definite communication orientation. The department was started in 1964. Poona offers advertising, film, journalism, photography, radio, television, public relations, mass communication and development journalism. Poona University is the only university in South

**At the time of India's partition in 1947, part of the department moved to New Delhi and later on it moved back to Chandigarh, capital of Punjab where the university is situated now.

Asia to offer a course in development journalism today. The one-year course leads to a degree in journalism, B. J. An internship for six weeks is arranged in a newspaper company, radio/television station, movie studio or advertising agency. In view of the major expansion of the Film and Television Institute, Asia's largest film institute, which is situated in the same city, Poona can embark upon a full-fledged department of communication soon.

The Punjabi University, Patiala, established in 1962, has a department of communications but its emphasis is on journalism and printing. Lucknow University, established in 1921, began offering courses in advertising, photography, and commercial art in 1972. The department offers a five-year program leading to the Bachelor of Fine Arts degree in either commercial art or sculpture. Andhra University, Waltair, established in 1926, is offering courses in communication engineering and in theater arts from 1960 onwards. The Bangalore University, Bangalore, is the only university in India that offers a Master of Science degree in Communication.

In addition to the above, there are the following universities mentioned in various sources of reference as having departments of journalism: Banaras, Berhampur, Jabalpur, Ravi Shankar, and Shivaji. None of these have departments of communication, and their departments of journalism do not view journalism as a social science.

Some of the agricultural universities in India seem to have a better understanding of the need and usefulness of communication education, judging from the organizational set-up of their communication centers, and the courses they offer along with agricultural sciences and extension education. The more prominent among them are the G. B. Pant University of Agriculture and Technology, Pantnagar, Uttar Pradesh (established 1960), Punjab Agricultural University, Ludhiana (1962), Andhra Pradesh Agricultural University, Rajendranagar,

Hyderabad (1964), University of Agricultural Sciences, Hebbal, Bangalore (1964), Tamil Nadu Agricultural University, Coimbatore, Tamil Nadu (1971), Gujarat Agricultural University, Shahibag, Ahmedabad (1972), Marathwada Agricultural University, Parbhani, Maharashtra (1972) and the Kerala Agricultural University, Trichur (1971). These universities offer one or more of the following courses: printing and photography, extension teaching methods, adult learning, communication process and media, theories of human communication, human relations, educational and social psychology, research methods, rural sociology, and personnel development.

Summary of findings

Of the 119 universities in the region, 92 (roughly 75 per cent) have yet to give some thought to communication. Of the 27 that have already introduced journalism and other courses, only 14 are likely to consider expansion schemes favorably in the near future. On the whole just about 10 per cent of the universities in the area have definite commitment to communication now, and they themselves are not well equipped for all wings of the operation, namely, teaching, research and training.

The results, thus, indicate that communication/journalism education has been neglected in South Asia by universities, educational planners, media owners and the governments. University authorites and national leaders have to recognize communication as a necessary concomitant of development and give it its rightful place in university curricula.

Recommendations

The large majority of the universities in South Asia are affiliating universities, which means that anywhere from 50 to 150 or more colleges are affiliated to each university. The number of students in the third level of education in all six countries has increased phenomenally during the past two decades. If at least a small percentage of these young people

are to be inspired by the ideals of economic development and total human development, universities have to introduce compulsory courses in development studies and communication. Until this is done along with the necessary structural changes in South Asian society, there will be no social change and the media will not function as effective instruments of change.

Every university in a developing country must have a faculty of communication, with the sole object of training future communicators for development work. These departments may initiate research for evolving suitable media taking into consideration the economic realities of each region. For a long time to come highly populated countries with low per capita income and a high rate of unemployment, cannot afford to spend huge sums of money on ultra-modern media or methods of communication. Perhaps more attention to traditional methods - interpersonal as well as group activities - such as folk arts, folk songs, village dramas, festivals, etc. together with rural newspapers, community radio and television sets, and village cinema hall will help in reaching development messages to the people.

One of the primary objectives of the communication/journalism departments in developing societies should be study of media organization and structure, ownership of the instruments and the channels of communication, resources, technology, and the nature and content of the media materials (both indigenous and imported) that reach the people. This is why developing countries cannot rest content with the existing media and communication education systems. There is the need for new media organizations, particularly in the rural areas, that will work with total commitment to rural development. Like education, communication is a social activity with a social purpose. If the right approach to matters of social importance is to be fostered among the people, the right kinds of media have to be organized. The primary task before the universities in South Asia, therefore, is to recognize the need for organizing socially committed and development oriented departments of communication.

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Table I

Growth in the Number of Universities and
Number of Universities Offering Communications/Journalism Courses
in Twenty-five Years
in South Asia

Country	No. of universities			No. of universities offering communications/journalism		
	1950	1976	Growth	1950	1976	Growth
Afghanistan	1	2	100%	0	1	∞
Bangladesh	1*	6	500%	0	1	∞
India	27	102**	277%	3	21	600%
Nepal	0	1	∞	0	0	nil
Pakistan	4***	7	75%	2	3	50%
Sri Lanka	1	1	nil+	0	1	∞
Total	34	119	243%	5	27	440%

*East Pakistan

***West Pakistan

**does not include institutions such as the Indian Institute of Science which are deemed equivalent to universities.

+Sri Lanka has five university campuses. Previously they were independent universities, but in 1972 they were merged into one - the University of Sri Lanka.

Sources: Commonwealth Universities Yearbook; World of Learning; Minerva; Handbook of the Universities in Pakistan; University Grants Commission of India, Some Facts and Figures; Area Handbooks for various countries.

Table II

Summary of Findings: Communication Education in South Asian Universities
1976
AFGHANISTAN, BANGLADESH, NEPAL, SRI LANKA

University, yr. estbd. no. of affiliated coll.	General area/spec. courses, yr. started	hrs./week T R P	Duration, Training, degree/dip.	Tech. equipment	Allied courses
Kabul Univ., Kabul,* Afghanistan, 1931, 9 Faculty of Letters offers the J programme.	Journalism, Newswriting, reporting, editing, page makeup, typography, public affairs, public opinion , 1963	-	4-years B. A.	-	Foreign language, history, geography, literature, philosophy, sociology, psychology, law, science, economics
One affiliated college offers courses in technical commn.					
University of Dacca, Ramna, Dacca, 1921, 54 Bangladesh	Advertising, film, journ. printing, radio, tv 1962	7 3 2	2-year M.A. in journ. & 1-year dip. in J. 1-month training	teleprinters, printing, reprographic, & a/v equipment	English, Bengali, Current Affairs and other subjects for backgrounding
The present department of journalism will be changed to department of communications soon. Plans to offer 3-year honors course in commn. at graduate level.					
Tribhuvan Univ.,** Kathmandu, Nepal, 1958, 48 aff. colleges	no programme in communication/journalism.** Source: World of Learning, 1975 p. 870.				
University of Sri Lanka,*** Vidyalankara Campus, Kelaniya, Sri Lanka 1959	Introduction to Mass Commn., Mass Media & Society, Newspaper J, Broadcasting, P.R. and Advertising, Cinema, Research Methods and Traditional Media. 1972	8 - 6	3-year B.A. (Equipment at the media programme; (are made available for training given(students use, simultaneously at media.		

*Source: Katzen, op. cit.
***Source: W.Dissanayake, Graduate Student, Annenberg School of Communications, University of Pennsylvania, Philadelphia, Pa.

Table III

Summary of Findings: Communication Education in South Asian Universities 1976

Country: INDIA

University, year established, number of affiliated colleges	Gen. areas/spec. courses, year started	hrs./week T	R	P	Duration, Training degree/dip.	Tech. equipment	Allied courses
Andhra Univ., Waltair A. P., 1926, 119	Theatre Arts Commns. engg. 1960	10	-	3	2 yrs. Dip. in Theatre Arts, and 5 yrs. B.E. in Electronics Engg. no training	Theatres, projectors, offset presses.	General engineering courses
Andhra Pradesh Agricultural Univ., Rajendranagar, Hyderabad, A. P., 1964, 5	Agri. commns. Agri. journ. Audiovisual aids 1969	1 1 2	- - -	2 2 2	4 yrs. B.Sc. (Ag.) no training	Photographic, printing, reprographic, audiovisual equipment.	General agricultural science courses
Banaras Hindu Univ.* Varanasi, U. P. 1916, 18	Journalism 1972?		-		1 year B. J. no training	-	-
Bangalore Univ.* Bangalore, Karnataka, 1964, 31	Journalism 1973?		-		1 year B. J.	-	-
Berhampur Univ., Berhampur, Orissa, 1967	Journalism		-		1 year Dip. in J.	-	-
Calcutta Univ., Calcutta, W. Bengal, 1857, 168	Journalism 1950		-		1 year Dip., and 2-year M. A. in J.	-	-

(contd.)

Table III (continued) Country: INDIA

University, yr. estbd., no. of aff. coll.	Gen. areas/spec. courses, yr. started	hrs./week T	R	P	Duration, Training, degree/dip.	Tech. equipment	Allied courses
Gauhati Univ. Gauhati, Assam, 1948 130	Journalism Theory Press Law, Reporting and Editing, Techniques of Writing, Current Affairs, Radio Journalism, Advertising, 1954	5	-	1	Dip. in J. 1 year no training but student journal	photographic & audiovisual equipment, typewriters	-
G. B. Pant Univ. of Agr. and Tech. Pantnagar, Nainital U.P., 1960, 5	Advertising, Journalism, Radio and Television 1970	4	-	6	1 yr. elective for B. Sc.(Ag.) no outside training	printing, photographic, reprographic, recording, & audiovisual equipment	Extension education
	The University has a Communication Centre.						
Gujarat Agri. Univ. Shahibag, Ahmedabad, 1972;no affiliated college	Agricultural journalism 1972	3	-	-	one semester 3 credit hrs. B.Sc.(Ag) no training	Film and photo equipment, & a/v	Extension Education &Extension Teaching Method
Gujarat Univ. Navarangpura Ahmedabad, 1949, 147	There used to be a programme in journalism, but now courses are offered only in drama				-	-	-
Lucknow Univ., Lucknow, U. P., 1921, 17	Advertising, photography, commercial art, sculpture 1972	6	6	13	5 years B.F.A. in Fine Arts B.F.A. in Comm. Arts B.F.A. in sculpture	Film, photo, printing and a/v	Arts & Crafts courses
Madras Univ., Madras* Tamil Nadu, 1857, 157	journalism 1947		-		1 year dip. in j. 6 months' apprenticeship in newspaper.	-	-
Madurai Univ., Madurai, Tamil Nadu, 1966, 105	journalism 1974		-		as an optional in Tamil Lit. M. A. degree course	-	plans to start a 3-year B.J. and 1-year diploma in J

(contd.)

Table III (Continued) Country: India

Univ., yr. estbd., no. of aff. colleges	General areas/specific courses, yr. started	hrs./week T	R	P	Duration, Training, degree/dip.	Tech. equipment	Allied courses
					one semester	printing,	Agri. extn.
Marathwada Agri. Univ. Parbhani, Maharashtra, 1972, 4; two of the affiliated colleges offer courses in communication.	film, journ., printing photography, radio 1973	2	1	2	B.Sc.(Ag.), B.V.Sc., & A.H. M.Sc. (Ag.)	photographic a/v and recording equipment	Rural Sociology, Edn'l. Psych., and Adult Learning
Mysore University, Mysore, Karnataka, 1916, 82	journalism 1951	-	-	-	2 years M. A. in J. no training, but bi-lingual lab. journal.	Teleprinters, printing and photographic equipment, ani a/v equipment	Social psych. Mass Comms.
Nagpur Univ., Nagpur, Maharashtra, 1923, 84	journalism-1952 mass commn. 1964	- -			1 year B. J. internship lab. journal.	-	-
Osmania Univ., Hyderabad, A. P., 1918, 61	journalism-1954	-			1 year B. J. internship lab. journal	-	-
Poona University, Ganeshkhind, Pune, Maharashtra, 1949, 104	advertising, film, journalism, photography radio, television, public relations, mass commn., development journalism 1964	15	5	5	1 year B. J. six weeks internship	photographic, printing, reprographic, recording and a/v equipment	-
Punjab Agri. Univ., Ludhiana, Punjab, 1962, 5	Communication Centre for production and service aspects, and Department of Extension Education for teaching and research. 1962	15 (contact hours)	12	16	2-year M.Sc. and 2-year Ph.D. (for M.Sc.'s) in Extn. Edn. (training in collaboration with agri. and informn. ministry.	Photographic, printing, film, and a/v equipment and two labs.- one for projection, other for graphics.	psychology, extention, management, and human relations, techniques of ednl. research

(contd.)

Table III (continued) Country: India

University, yr. estbd., no. of aff. coll.	Gen. areas/spec. courses, yr. started	hrs./week T	R	P	Duration, Training, degree/dip.	Tech. equipment	Allied courses
Punjab Univ., Chandigarh, Punjab, 1882, 149 (The first university in India to have a full-fledged journalism department)	Journalism History, Ethics, Introdn. to Mass Commn. Radio Journ., Reporting, Feature Writing, Sub-editing, Graphic Arts and Page Make-up Advertising and PR Editorial Writing Press Laws, 1941	26	2	2	1 year plus five weeks in newspapers and news agencies	Letter-press a/v equipment	-
Punjabi Univ., Patiala, Punjab, 1962, 46 One affiliated college offers Dramatic Art as an elective in B.A. through Department of Speech, Drama and Music.	Journalism Printing Tech.	20 18	4 4	6 8	Teleprinters, offset presses, letter-press, a/v equipment, theatres	B.J. 1 year plus 6 wks. practical training Dip. in Printing, 1 year plus 3 months training	-
Ravi Shankar Univ.,* Raipur, M. P., 1964, 44	Katzen[1] and Singh[2] mention it as having a department of journalism but Commonwealth Universities Yearbook does not indicate it. No reply from university to letters of enquiry.						
Shivaji Univ., Kolhapur, Maharashtra, 1962, 51	Katzen[1] and Commonwealth Universities Yearbook mention it as having a department of journalism, but reply from Vice-Chancellor indicates there is no department.						
Tamil Nadu Agri. Univ., Coimbatore, Tamil Nadu, 1971	A Communication Centre was started in 1972, with printing, recording, and a/v equipment. The Centre offers 3-month correspondence course for farmers. There are plans to offer courses in agricultural commns./research						
University of Agricultural Sciences, Hebbal, Bangalore, Karnataka, 1964,3	Has a Communication Centre providing link between researchers and agriculturists. Plans to offer courses in communication.						

*reply to questionnaire not received; data taken from other sources.

[1]May Katzen, Mass Communication: Teaching and Studies at Universities, Paris: Unesco, 1975, p. 193.

[2]P. P. Singh, Paper presented at the Communication/Journalism Teachers Seminar June 13-26,1971, East-West Center, Honolulu, included in Jack Lyle (ed.), Communication/Journalism Education in Asia:Background and Status in Seven Asian Areas, Honolulu: East-West Center, 1971, pp. 20-28.

Table IV

Summary of Findings: Communication Education
in South Asian Universities
1976

Country: PAKISTAN

University, yr. estbd., no. of aff. colleges	Gen. area/spec. courses, yr. started	hrs./week T	R	P	Duration, Training, degree/dip.	Tech. equipment	Allied Courses
University of Engineering Technology, Lahore, Pakistan. 1923 as engineering coll. 1961 as university. Department Chairman indicates the need for outside assistance in organising the programme side of communication.	Basic electronics Line and Radio Commn. Radar & TV Engineering Commn. System 1962	2	6	2	B.Sc. 4 years M.Sc. 2 years	Video and audio tape recording and studios Occasional use of facilities at Pak. Broadcasting Corporation and Pak. TV Corporation for training.	Microwave Theory and Techniques Semi-conductor devices Analog & Digital Computer Lines.
University of Agriculture, Lyallpur, Punjab, Pakistan, 1961, 1	The University does not have communication orientation. The Pak-German Agricultural Institute of Multan is affiliated to it. The Questionnaire duly returned indicates there is a department of communication, but it also indicates that the department does not offer any communication courses.						
University of Karachi, * Karachi, Pakistan, 1950 (Questionnaire not received)	Theory of journalism, journalism and mass media, radio/tv feature article writing, research methods, and editorial techniques. 2-year programme leading to M. A. in journalism. * Source: Katzen 1956						
University of Punjab,** Lahore, Pakistan, 1882 The first university in South Asia to organise a full-flodged department of journalism.	Language and Journalistic Literature, Editorial Techniques, Editorial and Feature Writing, Press History, Laws, Specialized Journalism, Media Management, Public Relations, and Radio/TV Journalism are offered for 2-year M.A. students. Language and Literature, Editorial Techniques, Social Sciences, Press History and Laws and Viva Voce are offered for 2-year B. A. students. Addition courses include Comparative Social Sciences, Mass Communication Theory and Research Report, Thesis or Essay, and Pakistan Studies. ** Source: The Calendar of the University of the Punjab for the Year 1972-1973, Vol. III, Part I, Lahore: Univ. of the Punjab, 1972, pp. 289-297, and 789-791.						

APPENDIX I

General Statistical Information on South Asian Countries
1950s and 1970s

Country and area in sq. km.	Total population (million) and density/sq.km. 1950s	1970s	Literacy % 10-14 age group 1950s	1970s	Per capita income 1950s	1970s	
Afghanistan 647,497 sq.km.	Pop. 12.00 (1952) Density: 18	18.29 (1973) 28	DNA	DNA	DNA	$83.00 (1970)	
Bangladesh 143,998 sq.km.	Pop. 41.92 (1952, E.Pak.) Density: 280	71.61 (1974) 497	21.5%	20%	DNA	$111.00(1970)	
India 3,280,483 sq.km.	Pop. 358,29 (1952) Density: 113	574.21 (1973) 175	22.9%	c.30%*	$56.00 (1952)	$93.00 (1970)	*approximately
Nepal 140,797 sq.km.	Pop. 8.55('52) Density: 50	12.02 (1971) 85	4.5%	9.2%	DNA	$90.00 (1972)	
Pakistan 803,943 sq.km.	Pop. 30.74 (1959-W.Pak.) Density: 41	66.76 (1972) 83 (1973)	20.7%	c.30% *	$45.00	$102.00 (1972)	*approximately
Sri Lanka 65,610 sq.km.	Pop. 7.67 ('52) Density: 124	13.25(1973) 202	76.1%	84.7%	$110.00	$162.00 (1972)	

Adapted from: United Nations Statistical Yearbook, 1974, and 1954, New York: UN, 1975 and 1954.
Unesco Statistical Yearbook, 1965, 1973 and 1974, Paris: Unesco
Area Handbooks for Bangladesh, India and Pakistan, Washington: American University
Pakistan Year Book, 1971, Karachi: National Publishing House, Ltd., 1971
DNA - Data Not Available

Appendix II

Number of Students Enrolled in Four Levels of Education
in South Asian Countries and Percentage of GNP Spent on Education
1950s and 1970s

Country	No. in primary schools		No. in secondary schools		No. in technical schools		No. in coll. & univ.		Percentage of GNP on edn.	
	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s
Afghanistan	78,581 (1950)	604,795 (1971)	19,701 (1950)	161,839 (1971)	-	8,447 (1971)	461 (1950)	7302 (1970)	-	-
Bangladesh	-	5,494,309 (1969)	-	1,299,004 (1969)	-	11,800 (1969)	-	117,603 (1969)	-	-
India	18,384,207 (1950)	54,326,000 (1967)	5,229,204 (1950)	8,986,609 (1967)	69,480 (1950)	509,372 (1967)	396,528 (1950)	2,009,134 (1970)	0.8% (1950)	2.9% (1968)
Nepal	31,346 (1947)	449,141 (1969)	9,139 (1947)	103,069 (1969)	442 (1947)	6,000 (1969)	341 (1947)	17,025 (1969)	-	0.8% (1971)
Pakistan	3,212,312 (including Bangladesh) (1952)	2,298,200 (1969)	271,609 (1952)	355,665 (1969)	3,065 (1950)	28,698 (1970)	69,113 (1951)	238,037 (1971)	0.4% (1950)	1.7% ('71)
Sri Lanka	1,210,466 (1952)	2,298,200 (1969)	271,609 (1952)	355,665 (1969)	-	7,565	5,016 (1952)	11,945 (1971)	3.0% (1950)	4.2% ('71)

Source: United Nations Statistical Yearbook, 1974 and 1954 (adapted)

Appendix III

Growth in Number, Circulation and Diffusion Rate of Daily Newspapers in South Asian Countries in Two Decades

Country	Number of daily newspapers		Circulation of dailies		Diffusion Rate and Its Growth (no. of copies per 1000 people)		
	1950s	1970s	1950s	1970s	1950s	1970s	Growth %
Afghanistan	4 (1952)	18 (1970)	153,000 (1952)	101,000 (1970)	8 (1952)	6 (1970)	-25%
Bangladesh	17 * (1961)	14 (1974)	120,000 (1961)	405,000 (1974)	3 (1961)	5 (1974)	66%
India	330 (1952)	793 (1972)	2,530,000 (1952)	8,873,000 (1972)	7 (1952)	16 (1972)	128%
Nepal	13 (1960)	26 (1972)	7,000 (1960)	DNA	0.8 (1960)	DNA	-
Pakistan	66 (1961)	71 (1972)	380,000 (1961)	1,839,000 (1972)	11.0 (1961)	26 (1972)	136%
Sri Lanka	8 (1952)	25 (1971)	220,000 (1952)	536,000 (1971)	29 (1952)	42 (1971)	45%

Adapted from: Area Handbook for Bangladesh, 1st edition, Washington: American University, 1975, pp. 79-85,
Pakistan Year Book, 1971, Karachi: National Publishing House, Ltd., pp. 22-25, and
Area Handbook for Pakistan, 1965.

* East Pakistan

DNA - Data Not Available

The Unesco minimum diffusion rate is 100 copies for 1000 inhabitants.

Appendix IV

Growth of Radio and TV in South Asian Countries in Two Decades

Country	No. of radio receivers		No. per 1000 inhabitants (diffusion)		No. of Transmitting stations (Radio)		No. of TV sets per 1000 inhabitants (diffusion)		No. of TV transmitting stations	
	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s
Afghanistan	8,000 (1950)	DNA	0.7 (1950)	DNA	DNA	6 (1974)	DNA	DNA	DNA	DNA
Bangladesh	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
India	546,000 (1950)	12.7 mil. (1972)	1 (1955)	23 (1972)	59 (1960)	132 (1973)	-	0.1 * (1972)	1 (1959)	4 (1976)
Nepal	10,000 (1955)	0.1 mil. (1972)	1 (1955)	9 (1972)	2 (1959)	5 (1972)	nil	nil	nil	nil
Pakistan	62,000 (1950)	1.6 mil. (1970)	0.8 (1950)	14 (1970)	23 (1961)	22 (1973)	nil	2 ** (1972)	nil	7 (1973)
Sri Lanka	34,000 (1950)	0.5 mil. (1972)	4 (1950)	39 (1972)	23 (1961)	24 (1974)	nil	nil	nil	nil

Source: Unesco Statistical Yearbook, 1974 and 1963, Paris: Unesco, 1975 and 1963.

*Total number of television sets in India in 1972 was 62,000.

**Total number of television sets in Pakistan in 1972 was 129,000.
The other four countries do not have television broadcasting now.

The Unesco minimum diffusion rates are: 50 radio sets and 20 television sets for 1000 inhabitants.

Appendix V

Growth of Cinema Houses and Film Production
in South Asian Countries in Two Decades

Country	Number of Cinema Houses		Total seating capacity		Capacity/1000 inhabitants		Annual attendance, total (millions)		Attendance per person		*Film production in the 70s.
	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s	1950s	1970s	
Afghanistan	20 (1960)	24 (1970)	9,000 (1960)	12,000 (1970)	0.7 (1960)	0.7 (1970)	DNA	19.2 (1970)	DNA	1.1 (1970)	3 (1973)
Bangladesh	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
India	3,175 (1960)	4,787 (1972)	DNA	3,430,000 (1972)	DNA	6.1 (1972)	1400.00 (1960)	3490.00 (1972)	4 (1960)	6.2 ('72)	414 ** (1972)
Nepal	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Pakistan+	390 (1960)	579 (1972)	195,000 (1960)	300,000 (1972)	2 (1960)	4.6 (1972)	80.00 (1950)	194.80 (1972)	0.8 (1950)	3.0 ('72)	87 (1972)
Sri Lanka	318 (1958)	303 (1971)	181,300 (1958)	128,500 (1971)	19 (1958)	10.0 (1971)	27.4 (1958)	98.1 (1971)	3 (1958)	7.7 ('71)	25 (1970)

DNA - Data Not Available

*Feature films only

+Includes East Pakistan for 1960 and 1950 figures.

**In feature film production, India leads the rest of the world.

Source: Unesco Statistical Yearbook, 1974 and 1963

The Unesco minimum diffusion of cinema seats is 20 for 1000 inhabitants.